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ABSTRACT

These Literacy across the Curriculum materials are designed to support schools in England that have already done considerable work on literacy across the curriculum as well as those that are just starting. The training pack contains notes for 13 possible units of training. This booklet accompanies the training which introduces schools to the Literacy across the Curriculum element of the Key Stage 3 National Strategy. The booklet contains suggested actions and exemplars to help educators chart a course through the first year of activity around literacy across the curriculum. It is divided into the following sections: Introduction; Planning Sheets; and Appendixes. The appendixes are: (1) Materials to help you feed back to a staff meeting; (2) Management roles; (3) Sampling; (4) Extract from a school's literacy action plan; (5) Role of the English department in the school literacy strategy; (6) Making the most of the consultant; and (7) Dissemination and professional development in the department. (NKA)

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Key Stage 3
National Strategy

Practice
Curriculum & Standards

Literacy across the curriculum

Management guide

Headteachers, Heads of Department and Teachers

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Raising Standards
Standards and Effectiveness Unit

DfEE
Department for Education and Employment

Practitioners in partnership

CS 511 726

Contents

Introduction 3

Planning sheets

April–May 2001 4

June–July–August 2001 5

September–October 2001 6

November–December 2001 7

January–February 2002 8

March–April 2002 9

Appendix 1

Materials to help you feed back to a staff meeting 11

OHT 1 15

OHT 2 17

Handout 1 19

Appendix 2

Management roles 21

Appendix 3

Sampling 23

Appendix 4

Extract from a school's literacy action plan 30

Appendix 5

The role of the English department in the school literacy strategy 32

Appendix 6

Making the most of the consultant 33

Appendix 7

Dissemination and professional development in the department 34

Introduction

This booklet accompanies the training which introduces schools to the *Literacy across the curriculum* element of the Key Stage 3 National Strategy.

The following pages contain suggested actions and exemplars to help you to chart a course through the first year of activity around literacy across the curriculum.

It is not intended as a prescriptive plan, especially for schools that have already gone some way to developing literacy across the curriculum. It is quite proper and even essential that schools integrate the initiative into existing plans and cycles. That is the best way to avoid overload and any sense that this is a one-off project.

The plan focuses mainly on literacy, and refers to the English strand. Similar actions are required for numeracy, leading up to a whole-school INSET day for numeracy across the curriculum in the Spring term of 2002.

The pack entitled *Literacy across the curriculum* contains the materials to train staff in aspects of literacy but, as experienced teachers know, the training is the easy bit: the real challenge is making it work in every classroom in school. This guide is intended to help school managers establish more systematic whole-school practice.

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Suggestion sheet

April–May 2001

Senior managers have a sense of where the Key Stage 3 National Strategy is going, and in particular literacy across the curriculum. The management structure has been clarified and responsibilities have been allocated. Departments are beginning to think about the audit. Staff have been fully briefed following the launch and they feel reassured about their role in the strategy, and understand that literacy and numeracy will be collective responsibilities.

Senior managers	
1 Feedback to staff from launch by headteacher	■ All staff have received a handout outlining the main points and feel confident that the school is prepared ■ See briefing materials in *Appendix 1*
2 Clarify the management of Key Stage 3 National Strategy and define responsibilities for the main strands	■ Management group identified ■ Dates for meetings identified ■ Responsibilities allocated ■ Job profiles adapted and/or advertised as necessary ■ See exemplar in *Appendix 2*
3 Consider school development/ improvement plan to anticipate any changes needed, particularly with regard to staff development	■ School development/ improvement plan reviewed
4 Notify parents and staff about the whole-school INSET days for literacy in the Autumn term and numeracy in the Spring term	■ Letter sent to parents
5 Identify and schedule representatives to attend the compulsory training for: – English department – Literacy across the curriculum – Literacy Progress Units	■ Relevant staff identified and notified of compulsory training dates and venues
6 Order extra copies of the *Framework for teaching English: Years 7, 8 and 9* – one for each English teacher and heads of other departments	■ *Framework* documents ordered and distributed – from the DfEE's publications line (Prolog) on 0845 6022260 or 0870 241 5771 (temporary dedicated Key Stage 3 order line)

Heads of department	
1 Arrange for key English teachers to visit local primary literacy hours	■ At least three teachers in Key Stage 3 have visited a primary literacy hour

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Suggestion sheet

June–July–August 2001

Structures are now in place for managing the English and mathematics strands of the Key Stage 3 National Strategy, and activity around literacy is becoming visible to staff. Elements of a literacy action plan are falling into place as part of a wider Key Stage 3 or school development plan. The training day in October has been organised and staff know what will be in it, and feel they have had a role in deciding what it should be. The organisers know what they will be doing and are signed up for appropriate courses with the LEA. There is an understanding among heads of department that they have a definite role and responsibility for developing literacy. The main change is a clearer sense of the priorities.

Senior managers	
1 Update staff on progress	■ Literacy is a standing item on staff meeting agendas, or has its own board or bulletin
2 Review existing evidence base with regard to performance in literacy across the curriculum	■ Evidence reviewed ■ See *Appendix 3* for guidance about sampling pupil work
3 Deliver module 1 (Whole-school implementation) to heads of department or faculty meeting, to establish perceived priorities and preferences	■ Meeting held, and a clear steer provided with regard to priorities and preferences ■ Match achieved between priorities arising from meeting and evidence base ■ Four priority literacy objectives selected for each year (*subject to later amendment with audit evidence*)
4 Plan the literacy across the curriculum INSET day	■ Literacy training day sessions identified ■ Membership of sessions defined ■ Presenters nominated and booked into LEA training as appropriate ■ Venue arranged
5 Draft a literacy action plan for the next year (see *Appendices 4 and 5*)	■ Draft plan includes: – targets (numerical) – targets (literacy objectives) – actions and accountabilities – monitoring arrangements – deployment of consultant ■ Plan has been shared with English consultant and link adviser (see *Appendix 6*)

Heads of department	
1 Departments identify where they can most easily support and develop the school's literacy objectives	■ A handful of definite contexts identified in the scheme of work for addressing the school's literacy objectives
2 Heads of department review the professional training needs of the department and individuals with regard to literacy	■ Each head of department holds a list of literacy training needs for the department and has a plan for meeting those not covered by the literacy training day

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Suggestion sheet

September–October 2001

The new Year 7 has arrived in a school in which literacy and numeracy have a high profile. Teachers have high expectations and offer helpful support when pupils read and write, or calculate, particularly for those who have attended summer school or attend a Literacy Progress Unit or Springboard 7 programme. Pupils know that literacy has significance in the school, and that their progress is monitored. The training day is well organised and inspiring, and it results in clear proposals for action. Staff are clear about what they have to do and there is a sense of commitment to effective whole-school literacy.

Senior managers	
1 Induct newly-qualified teachers in relation to cross-curricular literacy, eg objectives	■ Newly-qualified teachers briefed and their teaching plans address literacy objectives
2 Develop the school environment to promote literacy	■ Notice boards, reading displays and outreach work of library evident
3 Training day presenters attend LEA preparatory training as necessary	■ Presenters are fully prepared prior to training day
4 Deliver an apt and useful training day on literacy across the curriculum	■ Training day held and 90% of evaluations rate it as useful or better
5 Agree proposals for action resulting from the day	■ Middle managers have identified what further actions they need to take within their area of responsibility

Heads of department	
1 Check that teachers' planning addresses the school's literacy objectives in this half-term	■ All teachers have identified some ways in which they can support the school's literacy objectives in their plans for Year 7 this half-term

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Suggestion sheet

November–December 2001

It feels as if things are moving. Proposals arising from the training day have a high profile and they become evident in classroom practice. There is a clear sense of expectation and checking that things are happening now that the training day is over. The majority of staff are making efforts to foreground literacy and teach it explicitly. There is a sense of communal purpose. The school starts to plan for numeracy across the curriculum, with actions similar to those for literacy in June and July 2001.

Senior managers	
1 Monitor the progress of departments on the key objectives in: – teaching plans – marking – teaching practice	■ A monitoring programme has been drawn up which specifies: – expectations at each stage – how and when they will be monitored – who will be monitored – feedback and response arrangements ■ All departments have experienced monitoring of teaching plans for Year 7 and marking ■ At least one teacher in each faculty has been observed teaching literacy skills in the context of a subject lesson
2 Review the progress of each department	■ An update report has been collated following reports by heads of department and monitoring feedback ■ Senior management team have considered a progress report on departmental action, identified where additional support is needed and negotiated further action with heads of department ■ The consultant has been approached to give support where it is most needed
3 Identify examples of effective practice related to training day proposals and share these with the staff	■ At least three departments have exhibited or exemplified successful follow-up work

Heads of department	
1 Ensure staff are briefed and trained to deliver the objectives	■ By Christmas, all teachers have been briefed or trained on those sessions they missed or delegated ■ Teachers have planned for or received the development needs defined last term
2 Share strategies for teaching the school's literacy objectives	■ Time has been given in department meetings to discuss how best to teach the school's literacy objectives and share best practice
3 Keep abreast of revision of teaching plans in light of the school's literacy objectives	■ Teaching plans for this term have all been updated and staff are beginning to build in literacy objectives for next term
4 Monitor progress on school's literacy objectives within the department	■ Sampling and feedback on literacy work in the department has taken place with regard to: – teaching plans of all staff – marking of all staff – observation of two teachers in Year 7

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Suggestion sheet

January–February 2002

The school reflects on progress so far, looking for evidence of success and identifying areas for further support and attention. It appreciates the scope and complexity of the job in hand and gathers its resources to maintain momentum into a second term. This is a period of reflection, problem-solving and finding a way forward. Besides the action described below, the school plans and holds an INSET day on numeracy across the curriculum during this term and agrees proposals for action arising from this day.

Senior managers	
1 Progress towards literacy objectives is systematically reviewed across departments and key objectives	■ A spot check sampling of plans and marking has been analysed ■ At least two teachers in each department have been observed since October with regard to teaching literacy within the subject ■ A report on progress has been collated and actions for improvement identified ■ Feedback given to each head of department
2 Barriers to success have been clearly identified and urgent action taken to improve matters	■ Senior management team has identified issues, departments and individuals holding back progress, and targets for improvement have been set
3 Review timetabling issues relating to literacy for next year, eg Literacy Progress Units, training	■ Account has been taken of literacy needs in forward planning the timetable for next year
4 Review resourcing issues relating to literacy for next year	■ Account has been taken of literacy needs in forward planning for the budget

Heads of department	
1 Departments review the impact of the literacy strategy in the department and revise plans in the light of their own and senior managers' evaluations	■ Feedback from senior management team has been shared ■ Departmental plans are revised in the light of feedback
2 Identify further training needs and how they are to be met	■ Professional development plans reviewed and revised
3 Review and develop departmental resources to support literacy	■ Key resources for reading demand and writing support have been reviewed, and shortcomings supported, eg wall displays, extension worksheets, etc ■ Additional resources have been provided for priorities ■ See *Appendix 7* for an example of departmental planning for professional development

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Suggestion sheet

March–April 2002

Staff are beginning to see the positive results of their efforts in the pupils' work. There is a commitment to the idea of a continuing process of self-evaluation and improvement. Preparations are in hand for next year. To follow up the INSET day for numeracy across the curriculum, the school plans action similar to that for literacy in November–December 2001.

Senior managers	
1 Review the deployment and effectiveness of support staff in relation to literacy	■ Senior managers' classroom observations include focus on use of support staff ■ Support staff have been consulted about their role and training needs ■ A report has been collated on the effective use of support staff and recommendations proposed and discussed
2 Begin to shape plans for following year linking literacy to new initiatives, eg Teaching and learning in foundation subjects	■ Senior management team is briefed about the extension of the Key Stage 3 National Strategy
3 Review standards of literacy in the school	■ Samples of pupil work show improved attainment at all levels
4 Evaluate the effectiveness of marking for literacy	■ Samples of pupil work reveal effective marking targeted at the school's literacy objectives
5 Evaluate teaching plans and identify areas for development	■ Schemes of work identify where and how the key objectives are taught
6 Evaluate staff commitment and needs with regard to literacy	■ Teachers have been consulted about their perceptions and needs in relation to literacy ■ Mechanisms are in place to respond to these

Heads of department	
1 Review individual teachers' planning, teaching and marking	■ Individual teachers have received feedback about their support for literacy development
2 Review departmental progress and feed back to senior management team about strengths, weaknesses, issues and future needs	■ Findings have been fed back to senior management team ■ The departmental development plan has been adjusted to reflect findings

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Appendix 1

Materials to help you feed back to a staff meeting

Aims

- To establish literacy across the curriculum as whole-school priority
- To demonstrate the commitment of senior managers
- To provide information and reassurance to staff

Outcomes

Staff will:

- feel reassured and enthusiastic about the English strand of the Key Stage 3 National Strategy and understand that literacy will be a collective responsibility
- know what it means in terms of timescales, expectations, training and support
- feel confident that the school is prepared for implementation from September 2001.

Duration

Approximately 30 minutes

You will need

OHTs 1 and 2 and Handout 1 from *Appendix 1* (please adapt to suit local circumstances)

Speaking notes

Begin the session by signalling strongly that literacy across the curriculum is the means to make a difference in teaching and learning in every classroom in every school.

Use the following points to launch the session and set the tone:

Literacy across the curriculum is:

- the key to unlocking the potential in a school – improving pupils' communication, thinking and learning
- the key to improving standards in all subjects – improving pupils' performance in reading, writing, and speaking and listening
- the key to better access to the curriculum for all pupils – improving independent learning
- the key to improving pupils' self-esteem and their performance in examinations – offering an entitlement to succeed
- the key to whole-school improvement – ensuring quality of teaching and learning.

Remind participants that we have been here before (*Bullock Report*) but this time with good management we will succeed. This session is about how to successfully manage literacy across the curriculum.

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Show OHT 1 and use these notes to talk through the issues:

Why?

Standards

- Good literacy is a key factor in raising standards across all school subjects.
- Poor literacy means poor performance. Pupils need to read intelligently and express themselves cogently if they are to do well in the subjects.
- The strategy does not argue that subject teachers should take on extra English teaching, but does show how literacy skills can be fostered as part of reading and writing within the subject.
- There have always been subject teachers who have given attention to literacy (mention some examples in your own school). To make it work, *all* teachers need to make a contribution, and focus on agreed priorities.

A tool for thinking and learning

- Literacy is more than just being accurate on paper. Language is the main medium we use in school for teaching and learning, and the way we develop thinking in the subject. Pupils need strong language skills to explain, for example, how a science experiment works, or how an historical event came about.

Consistency in teaching

Our challenge is to ensure that:

- someone guarantees to teach literacy skills
- the skills are transferred from one lesson to another
- we all have similar expectations
- we are all capable of dealing with literacy issues as they impinge on the subject
- we are systematic about it.

Explicit, shared expectations

To reinforce literacy skills across the curriculum, we need to:

- use the same strategies, eg writing frames
- employ successful new practice eg shared (ie whole-class) writing
- mark in a similar way, to the same standard
- remind pupils to apply skills that someone else has taught them
- teach skills if we are in the best position to do it
- use the same terminology.

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What is involved?

School literacy priorities

- We select four top literacy priorities for each year and focus on those. These are chosen from the objectives in the *Framework for teaching English: Years 7, 8 and 9*, eg 'Recognise when to start a new a paragraph' or 'Spell correctly all the words on the high-frequency list'. All but a handful of the objectives are relevant across the curriculum.

Training

- An extra whole-school INSET day has been granted for literacy and numeracy training in Autumn 2001 and Spring 2002.
- A range of different training sessions is available. We choose what we want to do and who attends each session. Each session lasts 75 minutes.
- Show the choice of modules on OHT 2, then move back to continue OHT 1.
- Teachers can undertake all modules but those that we shall work through as a whole school will be selected on the basis of what we identify as key literacy priorities.
- A meeting of heads of department or faculty heads will plan the agenda.

Advice and support

- The government is also funding a Key Stage 3 English consultant for each LEA, who will be available to all schools (and all departments) for advice and support.
- LEA literacy network meetings will be available, some for English departments, some for cross-curricular work, some for subject staff.
- There is a substantial supply budget for training and development time.
- Training is in development for literacy in each subject. Materials for history, geography and design and technology already exist from the pilot, and literacy materials for science and mathematics are being prepared. Other subjects will have materials during the course of the year.

Management roles and responsibilities

Explain how Key Stage 3 English will be managed in your school:

- which management group will steer it
- who will co-ordinate the training day
- who will be responsible for overseeing implementation
- who will manage and deliver the Literacy Progress Units.

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Links to current school improvement work

Outline:

- how the strategy links to the existing school development plan or school improvement plan
- what support you can expect from the consultant and LEA
- what training will be available locally.

Further information

- The Key Stage 3 National Strategy launch pack
- The *Literacy across the curriculum* training folder
- Objectives in the *Framework for teaching English: Years 7, 8 and 9*

are on display and will be available on loan to all staff from the school library.

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Appendix 1

Literacy across the curriculum

OHT 1

Why?

- Standards
- A tool for thinking and learning
- Consistency in teaching
- Explicit, shared expectations

What is involved?

- School literacy priorities
- Training
- Advice and support

Management roles and responsibilities

Links to current school improvement work

Further information

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Contents of the *Literacy across the curriculum* training folder

OHT 2

1 Whole-school implementation

2 Writing non-fiction

3 Writing style

4 Spelling and vocabulary

5 Active reading strategies

6 Reading for information

7 The management of group talk

8 Listening

9 Making notes

10 Using the library/learning centre

11 Marking for literacy

12 All-inclusive: supporting EAL learners

13 What next?

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Appendix 1

Literacy across the curriculum

HANDOUT 1

Why?

Standards

- Good literacy is a key factor in raising standards across all school subjects.
- Poor literacy means poor performance. Pupils need to read intelligently and express themselves cogently if they are to do well in the subjects.
- Literacy is best taught as part of the subject, not as an 'add-on'.
- All staff are expected to contribute.

A tool for thinking and learning

- Literacy is more than just being accurate on paper. Language is the main medium we use in school for teaching and learning, and the way we develop thinking in the subject.

Consistency in teaching

Our challenge is to ensure that:

- someone guarantees to teach literacy skills
- the skills are transferred from one lesson to another
- we all have similar expectations
- we are all capable of dealing with literacy issues as they impinge on the subject
- we are systematic about it.

Explicit, shared expectations

To reinforce literacy skills across the curriculum, we need to:

- use the same strategies, eg writing frames
- employ successful new practice, eg shared (ie whole-class) writing
- mark in a similar way, to the same standard
- remind pupils to apply skills that someone else has taught them
- teach skills if we are in the best position to do it
- use the same terminology.

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What is involved?

School literacy priorities

- We select four top literacy priorities for each year and focus on those. These are chosen from the objectives in the *Framework for teaching English: Years 7, 8 and 9*, eg 'Recognise when to start a new a paragraph' or 'Spell correctly all the words on the high-frequency list'.

Training

- An extra whole-school INSET day has been granted for literacy and numeracy training in Autumn 2001 and Spring 2002.
- A range of different training sessions is available. We choose what we want to do and who attends each session. Each session lasts 75 minutes.
- A meeting of heads of department/faculty heads will plan the agenda.

Advice and support

- The government is also funding a Key Stage 3 English consultant for each LEA, who will be available to all schools (and all departments) for advice and support.
- Literacy network meetings will be available, some for English departments, some for cross-curricular work, some for subject staff.
- There is a substantial supply budget for training and development time.
- Training for literacy in each subject will be available in the course of the year.

Further information

- The Key Stage 3 National Strategy launch pack
- The *Literacy across the curriculum* training folder
- Objectives in the *Framework for teaching English: Years 7, 8 and 9*

are on display and will be available on loan to all staff from the school library.

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Appendix 2

Management roles

Example of management structure and roles

Context

- 1200 students, 275 post 16, from an edge of city centre catchment area.
- 45% of students are from socially deprived city centre housing.
- 25% are of Asian heritage, mainly from the Punjab, but around 8% are from professional Asian families who are working at the university or the teaching hospital.
- 35% of pupils have free school meals: 30% arrive at Level 3 and below: 10% of those at Level 2 and below.
- Value added at Key Stage 4 and post 16 is good, but Key Stage 3 appears static from the data.
- Raising attainment at Key Stage 3 is performance management target for all staff.
- Historically, key stage issues were the province of the pastoral team, but things have been changing. Staff recognise that a shift is under way to invigorate the Key Stage 3 curriculum, and generally welcome this shift, but have concerns about workload issues.
- There has been a fair amount of cross-curricular work over the last two or three years, culminating in the appointment of a literacy co-ordinator on a temporary promotion a year ago. The role entailed working with a small group of interested departments who introduced word walls and writing frames in the school. The post has been extended for another year.

The senior management team

- Headteacher
- Deputy head: standards and curriculum: holds budget for Key Stage 3 Standards Fund; overall manager
- Assistant head: students and community
- Senior teacher: staff development, including management of non-teaching staff and teacher assistants; holds budget for teacher assistant training; line manager of SENCo

Key Stage 3 strategy group

- Deputy head, standards and curriculum (chair)
- Head of English
- Head of mathematics
- Head of science
- Literacy co-ordinator
- Numeracy co-ordinator from mathematics department
- Head of Year 7
- SENCo

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Roles and responsibilities

1 Headteacher

- Lead and manage the Key Stage 3 National Strategy as part of wider school development
- Secure the commitment of the whole staff to the strategy
- Dovetail the Key Stage 3 National Strategy with existing cycles and systems
- Take overall responsibility for school improvement/development plan, monitoring and review

2 Deputy head: standards and curriculum

- Manage Key Stage 3 National Strategy budget
- Chair Key Stage 3 strategy group
- Report to senior management team and advise on all aspects of Key Stage 3 National Strategy
- Lead data and target-setting strategy
- Manage the process of monitoring and evaluating the progress of the strategy, particularly with regard to quality of teaching
- Produce standards report for governors
- Ensure English and literacy and mathematics and numeracy updates appear on staff meeting and other agendas

3 Literacy co-ordinator

- Advise Key Stage 3 strategy group on literacy issues
- Co-ordinate literacy initiatives on behalf of the Key Stage 3 strategy group
- Co-ordinate and report on literacy auditing process
- Formalise the literacy action plan for the Key Stage 3 strategy group
- Manage the training day in Autumn 2001
- Co-ordinate post-training day action plans
- Support departments on implementation
- Co-ordinate interdepartmental literacy work
- Co-ordinate Literacy Progress Unit programme
- Organise Summer Literacy School and follow-up work
- Advise senior teacher on literacy training for teacher assistants
- Liaise with head of Year 7 about attainment on entry in English
- Liaise with SENCo over those attaining below Level 3
- Monitor impact on standards of literacy, eg sampling pupil work

4 Head of Year 7

- Receive, collate and disseminate cross-phase data
- Manage Year 7 pupil target-setting

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Appendix 3

Sampling

This appendix contains advice about using a sample of students to identify strengths, weaknesses and progress in literacy.

The sample

- Choose at least one boy and one girl from each level in each year. Two or three is best.
- The sample should represent the gender, level and year of the pupils.
- It should also reflect the ethnic and social profile of the school.
- Full-size blank table available on page 24.

Literacy sample pupils

Level on entry	Year 7	Year 8	Year 9
Level 2 or below	Boys: Girls:	Boys: Girls:	Boys: Girls:
Level 3	Boys: Girls:	Boys: Girls:	Boys: Girls:
Level 4	Boys: Girls:	Boys: Girls:	Boys: Girls:
Level 5 or above	Boys: Girls:	Boys: Girls:	Boys: Girls:

To sample writing

1 Ask the sample pupils to bring along all their exercise books to the hall at a certain time and collect them again at a specified time. Allow 2 hours.

2 Lay the books out in three rows, one for each year, in order of ability.

3 Gather together at least three staff to scan the work, eg literacy co-ordinator, head of English, SENCo.

4 Allocate half an hour to each row. Scan the work for those aspects of writing that feature in the school's priorities and look for patterns, eg:

- spelling accuracy
- clarity of expression and exposition
- marking of spelling
- consistency of presentation
- length of work
- accuracy of paragraphing
- use of formal language.

5 Allocate a final half-hour to compare and summarise findings.

6 Add to this an evaluative comment on the progress made since the last sampling.

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Literacy sample pupils

Level on entry	Year 7	Year 8	Year 9
Level 2 or below	Boys: Girls:	Boys: Girls:	Boys: Girls:
Level 3	Boys: Girls:	Boys: Girls:	Boys: Girls:
Level 4	Boys: Girls:	Boys: Girls:	Boys: Girls:
Level 5 or above	Boys: Girls:	Boys: Girls:	Boys: Girls:

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To sample reading

Hearing pupils read: useful for diagnosing poor reading

1 Choose two of the sample boys and two of the sample girls in Year 7, so that each level is represented.

2 Ask them to read to you the same opening page from a popular book for the year or any text which reflects the key priorities you have chosen.

3 On a copy of the page, make a note of where each child miscued or experienced difficulty. Look for patterns, eg:

- attends to meaning but reads inaccurately
- reads aloud competently but does not understand much
- wild guesswork
- intelligent guesswork
- can't crack longer words
- rushed performance made little sense.

4 Consider what the overall patterns are telling you, eg:

- *'Our 'below average' pupils can decode but don't try to make much sense'*
- *'Our boys rush through their reading and don't take much in'.*

Reading sample: good for ascertaining pupil diet and attitudes

1 Ask two boys and two girls from each year sample to bring to the office each day for three days everything they have read and the task which was set. Photocopy everything. Also ask them for a list of the private reading they have done since last time they came – novels they have read, comics they receive, etc. You can restrict this sample to the type of reading in your key objectives.

2 Look for patterns in:

- level of difficulty
- type of text
- length of text
- type of question
- challenge of question
- value of question, eg:

  'Our pupils only experience short extracts'

  'Our textbooks tend to have complex layout'

  'We ask too few higher-order questions'

  'Our boys barely read any fiction, even at home'.

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Responding sample: useful for ascertaining reading comprehension and examination skills

1 Ask two boys and two girls from each year sample to bring you three examples from the past week of reading they have been asked to do and the work they did as a result of it. Ask them to mark the pages with Post-it notes.

2 Look for patterns in:

- comprehension of the text
- ability to infer
- type of questions set
- style of answering (eg short, developed, formal)
- range of opportunities offered (eg imaginative, analytical)
- copying
- support offered (eg writing frames, prompt lists)
- when writing was undertaken (eg homework, classwork)
- quality of marking, eg:

  '*Our pupils can find the literal answers but don't read between the lines*'

  '*Writing frames support the less able*'

  '*Most writing is done alone at home*'.

3 This sampling is useful because the ability to respond appropriately is a key to examination success.

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To sample speaking and listening

Talk log: good for sampling curriculum provision

1 Ask half the pupils in the sample to log for one week all the occasions when a teacher asks them to discuss something:

Talk log

Day/period	Lesson	Task	Did you participate?	Teacher led?	Grouping	Length
Mon 2	Geog	Analyse weather map	Yes	No	Pairs	3 mins

2 Look for patterns in:

- amount of discussion time available
- range of tasks
- range of partners/forum
- clarity of question or task, eg:

  '*Our pupils enjoy many opportunities to discuss ideas*'

  '*Almost all opportunities are under three minutes*'

  '*Almost all opportunities are with the person sitting next to you*'.

Full-size blank table available on page 28.

Observation: good for sampling quality of talk

1 Observe half of the pupils in the sample in lessons which feature defined oral elements. This means that oral work is detailed in the teaching plan.

Ascertain the quality of teacher planning in terms of:

- group composition
- clarity and usefulness of task
- management of discussion (eg timing, supporting)
- reflection and feedback.

Ascertain the quality of talk in terms of:

- collaborative skills
- type of talk
- quality of interaction
- articulation of ideas
- development of ideas.

2 Identify patterns, eg:

- '*Our less able pupils shine in groupwork*'
- '*Ideas are articulated but not developed*'
- '*Boys are quick to answer, slow to explain*'.

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Talk log Name _____ _____ Year _____

Day/period	Lesson	Task	Did you participate?	Teacher led?	Grouping	Length

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Example of a sampling strategy

A school decides its key objectives will be:

1 Paragraphing

2 Spelling

3 Reading between the lines

4 Presentation

The sampling plan for each term will include:

- A termly **writing** sample of all sample pupils, focused on:
  - paragraphing
  - spelling
  - presentation.
- A termly sample of **hearing pupils read** in Year 7 and the lower half of Year 8, followed by probing questions about implied meanings.
- A termly **responding** sample of upper Year 8 and Year 9 pupils, focused on:
  - implied meanings
  - justifying inferences.

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Appendix 4

Extract from a school's literacy action plan

Review findings

- Reading is good
- Non-fiction writing is poor
- Writing lacks length and formality
- Spelling is poor

Numerical target

- 65% at Level 5 or better in English at the end of Key Stage 3 by 2002

School literacy objectives (chosen from the *Framework for teaching English*)

Year 7

- Learn the spellings of key words in each subject
- Revise the stylistic conventions of the main types of non-fiction
- Use standard English consistently in formal situations and in writing
- Organise ideas into a coherent sequence of paragraphs, introducing, developing and concluding them appropriately

Year 8

- Learn complex polysyllabic words and unfamiliar words which do not conform to regular patterns
- Identify the key alterations made to a text when it is changed from an informal to a formal text
- Know and use effectively the vocabulary, sentence grammar and stylistic conventions of the writing conventions featured in specific subjects during the current year
- Explore and compare different methods of grouping sentences into paragraphs of continuous text that are clearly focused and well developed

Year 9

- Recognise their strengths as spellers, identify areas where they need to improve and use appropriate strategies to eliminate persistent errors
- Spell accurately all high-frequency words and new terms from all subject areas
- Produce formal essays in standard English within a specified time, writing fluently and legibly and maintaining technical accuracy when writing at speed

This school's action plan for spelling is shown on the next page as an example.

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Example of the school's action plan for spelling

Target To improve spelling scores in each year by 15% by next Summer		
Actions	**By whom, by when**	**Success criteria**
Adopt school literacy objectives for spelling in planning, teaching and marking	All teachers by Dec	90% sample plans, observation and marking address literacy directly
English department to teach 10 minutes spelling rule starters for three of the six half-terms	Eng dept by Nov	Starters planned into Autumn English lessons
Each department to secure its key spellings with all years	All departments by Feb	95% correct spellings in spot spelling test for all classes at end of February
To introduce a spelling log across the curriculum and a spelling check time in one tutor time each week	Tutors by Oct	80% of logs active in sample inspection in early November
Hold parents' evening on spelling (with English consultant), and produce a leaflet advising parents of useful strategies and games	Lit Co-ord during Christmas shopping period	At least 30 parents attend meeting
Promote a Red Nose Day Spellathon	Lit Co-ord in March	300 pupils participate
Key word displays and dictionary station in every subject base	HoDs by Nov	Key words on display in all subject bases Dictionaries available in every classroom

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Appendix 5

The role of the English department in the school literacy strategy

Key points

- Literacy is a whole-school issue; no one is suggesting that the English department should either carry or cajole the rest of the school.
- The English department is well-placed to offer good advice about how improvements can be delivered. The teachers have relevant and valuable expertise.
- The English department is in an unusual position because it is generally held accountable for English results.
- These tensions are best addressed if there is strong senior management, scrupulous auditing and good communications. If these are in place, there will be general agreement about priorities and departments will be pulling in the same direction.
- In many schools a literacy co-ordinator takes responsibility for whole-school literacy, drawing on the advice and expertise of the English department.

The role of the English department

1 To be a leading contributor to a detailed audit of literacy standards across the school. *All departments use the same audit booklet, which is not solely about literacy, eg it covers teaching and learning, and pupil behaviour. The English department contributes in the same way, but is clearly a 'first among equals', having special responsibility and expertise in literacy.*

2 To have a key role in identifying the school's literacy priorities, targets, objectives and action plan, *eg the head of English is expected to be a key player in whole-school literacy and a member of the Key Stage 3 strategy group. Most schools already set numerical targets for Key Stage 3. The key task is to translate numerical targets into curriculum action.*

3 To identify the particular contribution of the English department in delivering on the school's priority literacy objectives. *The department's literacy priorities should, in the main, match those of the whole school. It is not a problem, however, if the English department wishes to add additional priorities of its own for use within the department. This might occur, for example, with regard to literature or Shakespeare. (It is the same for other departments, who are adding literacy objectives to their subject priorities.)*

4 To identify any additional objectives particular to the English department.

5 To clarify where other departments are accountable for objectives in the *Framework for teaching English*, eg drama objectives, text types, subject-specific spelling and vocabulary.

6 To write a departmental action plan that shows how the department will fulfil these commitments. *'Grapeshotting' improvements are exhausting and inefficient. It is best to concentrate on making a few key improvements which will move things along. The departmental plan may well include co-working with other departments and co-ordinating the introduction of certain literacy skills (eg text types).*

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Appendix 6

Making the most of the English consultant

- Spend the consultant time on priorities rather than great ideas.
- Use the consultant to turn good intentions into classroom reality.
- Don't book the consultant for services until you have established your priorities, specific targets and needs.
- Get the consultant to do the things you can't. Use internal expertise for the other things.

There are many ways to use a consultant and you should negotiate with him or her the best way to help you reach your targets. For example, a consultant can:

- contribute to the audit, eg work sampling across the curriculum
- help to analyse the audit, set curricular targets, develop an action plan and negotiate own role in it
- support a group of teachers revising their scheme of work
- co-plan and co-deliver lessons with individual teachers
- offer demonstration lessons or parts of lessons, eg a starter activity, shared writing in a subject, working intensively with one group
- observe specific features of lessons and give developmental feedback
- consultancy time with a head of department, librarian, strategy team, etc
- attend key meetings
- telephone support.

Suggestions from pilot schools

- Involve the consultant in the analysis of the audit as it will give them a good overview of the school's profile. Their work will be better pitched and they will understand how it fits in to the bigger picture.
- Attend network meetings run by the consultant to gain access to other people's ideas, best practice and troubleshooting (some consultants hold drop-in twilights or telephone clinics).
- Consider holding departmental meetings at the LEA resource base with the consultant present, especially if it is about teaching resources and ideas.
- Don't be shy: get the consultant into the classroom where he or she can help to develop actual practice.

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Appendix 7

Dissemination and professional development in the department: an example

HUMANITIES FACULTY

Professional development programme for literacy

Aims:

- to support the development of non-fiction writing in the humanities
- to improve the teaching of spelling, particularly subject spelling
- to revise teaching plans in line with school's key objectives.

Teachers	Individual PD	Department PD	Faculty PD
Geoff Grainger (history)	Literacy action planning (local LEA course)	Feedback from spelling session (for those who attended marking session)	Non-fiction writing for all teachers
Andrea Docherty (history)	Marking session with Taymore School Observe shared writing with consultant		
Lin Stafford (history/geography)	Observe shared writing with consultant		
Paul Ravi (religious education)	Co-teach shared writing with consultant Revise Year 7 religious education plans with consultant	Feedback from marking session (for those who attended spelling session)	
Colin Robertson (geography)	Visit primary literacy hour *Literacy in geography* training (local LEA course)		
Mel Wood (geography/geology)	Visit primary literacy hour Attend newly-qualified teacher training		
Michaela Bunt (geography/ business studies)	Revise Year 7 geography units with consultant		

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Department meetings from October

Meeting 1 – devoted to non-fiction

Meeting 2 – business

Meeting 3 – devoted to feeding back from training day, when we split forces into two workshops (spelling and marking)

Meeting 4 – business, including feedback from primary literacy hour observation

Meeting 5 – business and feedback from consultant demonstration of shared writing

Meeting 6 – business and pupil writing sample (with consultant)

Meeting 7 – including feedback from senior management team on literacy monitoring

Use of English consultant (2.5 days)

- A demonstration of shared writing in history and religious education
- Follow-up co-planning and co-delivery of shared writing session in history and religious education
- One-to-one consultation time to support the integration of literacy into schemes of work for religious education
- One-to-one consultation time to support integration of literacy into Year 7 geography units
- To lead a work sampling exercise, and corroborate judgements.

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